



Midterm Report

Submitted by

El Camino Community College District
16007 Crenshaw Blvd.
Torrance, CA 90506

to

Accrediting Commission for Community and Junior Colleges

October 2024



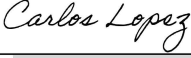



Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Brenda Thames, Superintendent/President
El Camino Community College District
16007 Crenshaw Blvd.
Torrance, CA 90506

This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

 Brenda Thames (Oct 15, 2024 09:36 PDT) Brenda Thames, Superintendent/President	Oct 15, 2024 [Date]
 Trisha Murakawa (Oct 15, 2024 10:06 PDT) Trisha Murakawa, President, Board of Trustees	Oct 15, 2024 [Date]
 Carlos Lopez, Vice President Academic Affairs and ALO	Oct 14, 2024 [Date]
 Charlene Brewer-Smith (Oct 14, 2024 11:16 PDT) Charlene Brewer-Smith, President Academic Senate	Oct 14, 2024 [Date]
 Danielle Laura Kabboul (Oct 14, 2024 17:45 PDT) Danielle Kabboul, President 2024-2025, Associated Students Organization	Oct 14, 2024 [Date]
 Roy Dietz, President, El Camino Classified Employees Local 6142	Oct 15, 2024 [Date]

Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review.....	1
B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement	6
C. Reflections on Assessments of Student Learning	13
D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review.....	15

A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.

El Camino College has remained committed to improvement with respect to equitable outcomes, educational quality, and mission fulfillment since the last comprehensive peer review in the Fall of 2020. To these ends, the college has been significantly focused on enrollment recovery and supporting students in the aftermath of the COVID-19 pandemic. In addition, the College has maintained our mission driven commitment to equitable outcomes for students through the development of affinity centers intended to support specific student populations. Lastly, the College has remained committed to educational quality and excellence through the development of new programs, including a baccalaureate degree, and recent initial national accreditation for the Nursing program.

The College has been focused on enrollment recovery and support of students as the global COVID-19 pandemic has subsided. Enrollment losses to the district were substantial during the pandemic amounting to a 26% loss in Full-Time Equivalent Students (FTES) and 4500 unduplicated students by Fall 2021. Since that time, the College engaged in the campus community to update the Strategic Enrollment Management Plan ([2022 – 2025 Strategic Enrollment Management Plan](#)). The plan includes four (4) primary goals to increase enrollment to pre-pandemic levels, improve enrollment yield rate and percent of students enrolled in 12 or more units, improve term-to-term persistence rates, and improve student success and goal attainment. This work is comprehensive and includes significant expansion of student and academic support services for students. In addition, the College has been accepted to be part of the 2024 – 2025 Strategic Enrollment Management Academy that will focus on the generation of an annual schedule of classes and annual enrollment for students. The goal of this work is to improve success, retention, and completion rates for students while shortening time to educational goal completion.

Equitable outcomes for students are a primary driver in the College's Mission-Vision-Values Statements. Commitment to diversity, equity, inclusion, and accessibility is reflected in the [College's DEIA+ Statement](#). Support for our specific student populations that have and continue to experience disproportionate impact with respect to success and goal attainment include the College's long-standing programs like [PUENTE](#), [MESA](#), and [Project Success \(UMOJA\)](#), [Special Resource Center \(Disabled Students Programs and Services\)](#), and [Veteran's Services Center](#). In addition, a number of focused affinity centers have been created to support students' academic planning and support needs. These centers include the [Black Student Success Center](#) and [Social Justice Center](#). The Social Justice Center serves as a hub supporting multiple student populations with resources for:

- [Native Hawaiian and Pacific Islander students \(MANA\)](#)
- [LGBTQIA+ students](#)
- [Formerly incarcerated students \(FIRST\)](#)
- [Guardian Scholars students \(current and former foster youth\)](#)
- [Men of Color Action Network \(MOCAN\)](#)

The goal of these programs is to improve outcomes for each of the student populations they serve and outcomes data for each program is being tracked to assess effective and make change where indicated.

In addition to equitable outcomes for students, educational quality is also a core driver in the College's mission, vision, and values. In support of educational excellence and quality the College has supported the Nursing Program through [initial National Accreditation](#) from Accrediting Commission for Education in Nursing (ACEN). In addition, the College was approved by the California Community College Chancellor's Office to begin offering a [baccalaureate degree in Respiratory Care](#). The program enrolled its first cohort of students in

Fall 2023. This cohort is expected to complete their program of study at the end of Fall 2025. The College is also currently expanding efforts to support working adult students through the development of a comprehensive noncredit instructional program and increasing work-based learning opportunities such as apprenticeship opportunities with major local industry partners.

2. Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.

El Camino College received [one commendation and three recommendations for improvement](#) from the Peer Evaluation Team at the conclusion of the Fall 2020 Accreditation Site Visit. These recommendations for improvement are to:

1. Cultivate a consistent, institutional approach to the analysis and use of disaggregated achievement and learning outcomes data for subpopulations of students.
2. Ensure regular and substantive interaction in courses offered via distance education modalities.
3. Enhance the regular assessment of Board Policies for Board consideration.

The College has made concerted efforts to improve in each of the areas indicated above since receiving the Notice of Accreditation Reaffirmation in February 2021. The following sections of the midterm report detail specific examples of work towards continuous improvement in each of the areas listed above.

Recommendation 1 – Cultivate a consistent, institutional approach to the analysis and usage of disaggregated achievement and learning outcomes data for subpopulations of students (Pre-2024 Standard I.B.6).

The use of disaggregated student achievement data has improved at El Camino College using dashboards, within program review, learning outcomes, and specific programmatic support for students and faculty. This work is aligned with the College’s continued mission driven work to improve student outcomes through a diversity, equity, inclusion, and accessibility (DEIA) lens. To this end, the College Office of Institutional Research and Planning has [developed multiple dashboards](#) focused on student success, outcomes/awards, annual planning/program review, career education outcomes, and time to completion. Most of the dashboards are available to the campus community and the public. The data within each dashboard can be disaggregated by gender and race/ethnicity. A few of the dashboards are also able to disaggregate by accessibility, veteran, financial aid, and LGBTQIA status. The use of these dashboards has allowed broader discussions related to equity gaps experienced by students currently exist and can be tracked over time to assess the effectiveness of intervention and support practices.

Example practices, programs, and processes that are making use of disaggregated achievement and outcome data include the [Teaching Academy for Continuous Learning \(TACL\)](#), [Academic Program Review Dashboard Reports](#), and [Student Learning Outcomes Reporting](#). Each of these programs and practices are intended to improve student achievement and outcomes through direct support, professional development of faculty to make use of culturally responsive practices in the classroom, address programmatic needs to close equity gaps, and identify/close equity gaps in learning.

Due to these efforts, the College is better positioned today to analyze student outcome/achievement data and identify equity gaps. College dashboards and reports for enrollment, program review, and outcomes assessment now exist with disaggregated data allowing for dialogue, analysis, and change when equity gaps are identified.

Recommendation 2 – Ensure regular and substantive interaction in courses offered via distance education (Pre-2024 Standard II.A.7 and ACCJC Policy on Distance Education and Correspondence Education).

El Camino College’s Online and Digital Education Department has implemented a number of activities both during and subsequent to the 2020 accreditation site visit to improve the quality of Regular and Substantive Interaction (RSI) and overall quality in Distance Education (DE) courses. Starting in Spring 2020, the course for DE certification was significantly enhanced with the addition of [competency-based assessment activities](#)

including three assessments specifically focused on RSI which faculty must complete to receive certification. Both the course and the waiver process for faculty who have received external training use the six criteria for evaluating RSI from Section B of the [California Virtual Campus \(CVC\) Course Design Rubric](#). Of the nearly 650 DE certified faculty at El Camino, over 400 of them have been certified by training or waiver using these enhanced standards. Faculty must also periodically [re-certify in order to continue teaching distance education courses](#). Faculty are required to re-certify every five years. Finally, the College updated [Administrative Procedure 4105 – Distance Education](#) in March 2024 that includes updated requirements for meeting RSI in distance education courses.

In addition, El Camino has become a [Local Peer Online Course Review \(POCR\) certified college](#) through work with the CVC. 18 courses have been quality certified through the course quality review process, and an additional 19 courses are currently in the POCR pipeline. To support POCR at El Camino, ODE has added a part time faculty POCR co-lead to work with the Distance Education Faculty Coordinator in support of improving course quality. The co-leads have delivered over a dozen training sessions on various aspects of the CVC rubric including two training sessions focused in detail on Section B of the rubric. These training sessions had a combined 75 attendees, and both training sessions have subsequently been made available on video for additional faculty to view.

As of Spring 2024, the College is working on finalizing a process for the [verification of RSI in distance education](#) courses via a review process that will randomly select courses each year for an RSI check. This process is currently in the [governance process](#), and if approved will go into effect in the 2024-2025 academic year.

Recommendation 3 - Enhance the regular assessment of Board Policies for Board consideration (Pre-2024 Standard IV.C.7).

El Camino College has created systematic and regular processes for the review and updating of board policies (BPs) and administrative procedures (APs). College Council serves as the clearinghouse for all board policy and administrative procedure updates and reviews. The council holds a [monthly Policy Review Day](#) meeting to review all BPs and APs that are moving through the governance process. To ensure that all policies are reviewed on a regular basis the College Superintendent/President's Office maintains [a master list of all policies and procedures](#) that includes when the BP or AP was last reviewed and when they are scheduled for upcoming review. Once BPs and APs have been reviewed by College Council, BPs are sent to the [Board of Trustees](#) for review and approval, and APs are sent to the Board of Trustees as information. With this process in place, the College has engaged in regular review and approval of all board policies and administrative procedures.

3. How are the actions described above helping your institution deepen its practices for continuous improvement and transformation in relation to the 2024 Accreditation Standards?

The College has worked to address the recommendations for improvement cited in the Team Report received with the ACCJC Notice of Reaccreditation in January 2021. While some work remains in progress, specifically the ongoing work to make effective use of disaggregated data for continuous improvement and ensuring regular and substantive interaction in distance education courses, the College has implemented a working process to ensure that all board policies and administrative procedures are reviewed on a regular basis. This review includes clear routing of BPs and APs through the college governance processes culminating with the Board of Trustees.

Overall, the midterm report and the work to date on the recommendations for improvement represent an

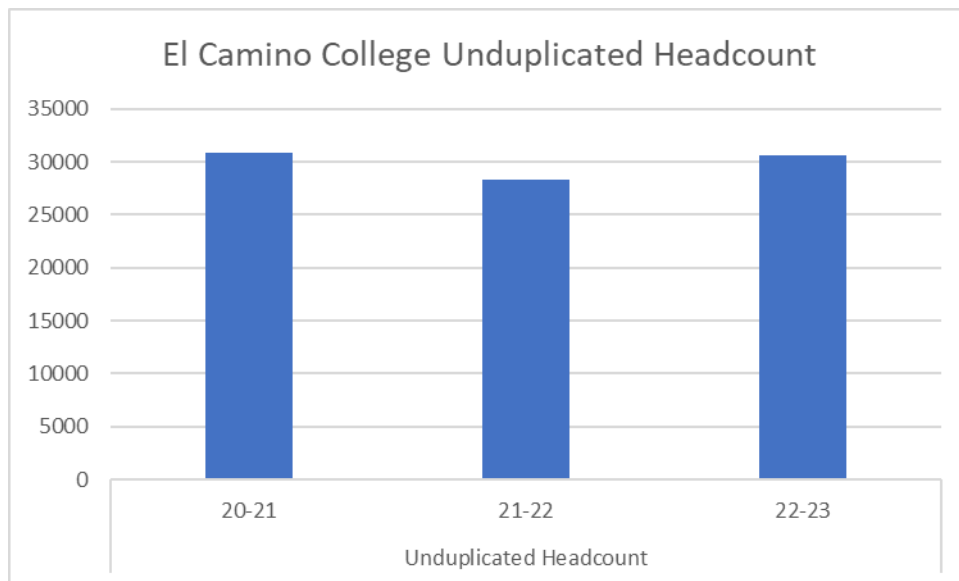
excellent start for the College's next ACCJC Comprehensive Review scheduled for Fall 2027. Specifically, the College's improvement work will reflect meeting the relevant 2024 ACCJC Standards based on our ongoing continuous improvement work and focus on the three recommendations for improvement.

B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

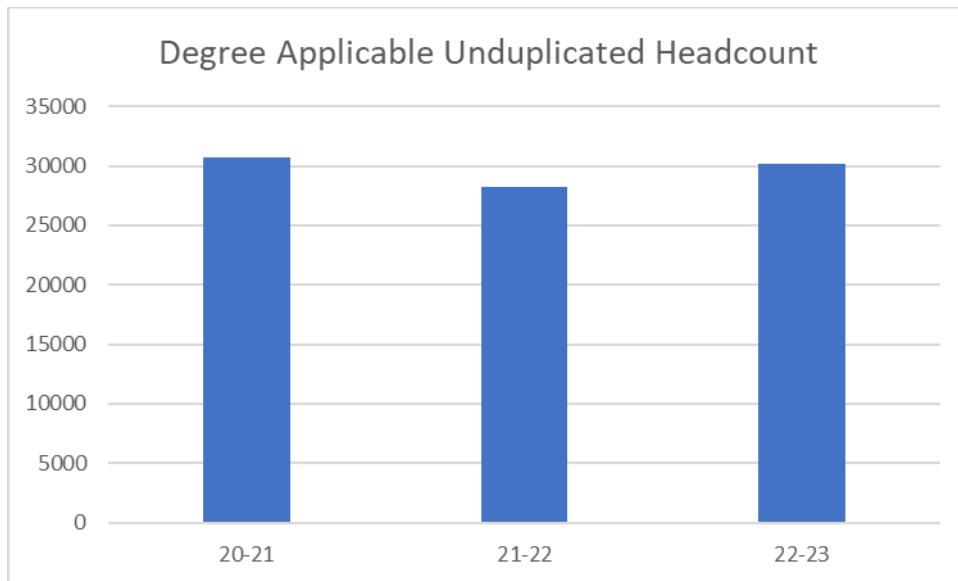
1. Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.

Based on [El Camino College's 2024 Annual Report](#) to the Accrediting Commission for Community and Junior Colleges, there are a number of notable metrics included for discussion below:

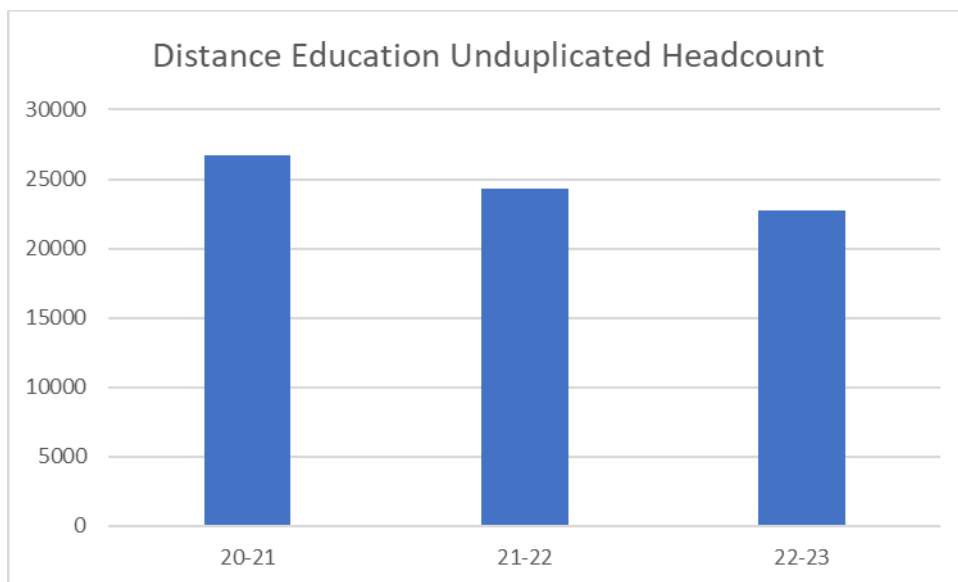
- Unduplicated Headcount Enrollment Growth
Overall enrollment trends indicated significant recovery from the COVID-19 pandemic enrollment declines. Unduplicated headcount has grown by 2253 students (+7.9%) from 2021-2022 to 2022-2023. In addition, unduplicated degree applicable enrollment has also increased by 1891 students (+6.6%) from 2021-2022 to 2022-2023. At this same time, college distance education course enrollment has declined by 3970 students (-14.9%) from 2020-2021 to 2022-2023 based on increasing demand for on-campus face-to-face courses. Notably, more than two-thirds of students continued to enroll in distance education courses in 2022-2023.



Source: El Camino College 2024 ACCJC Annual Report

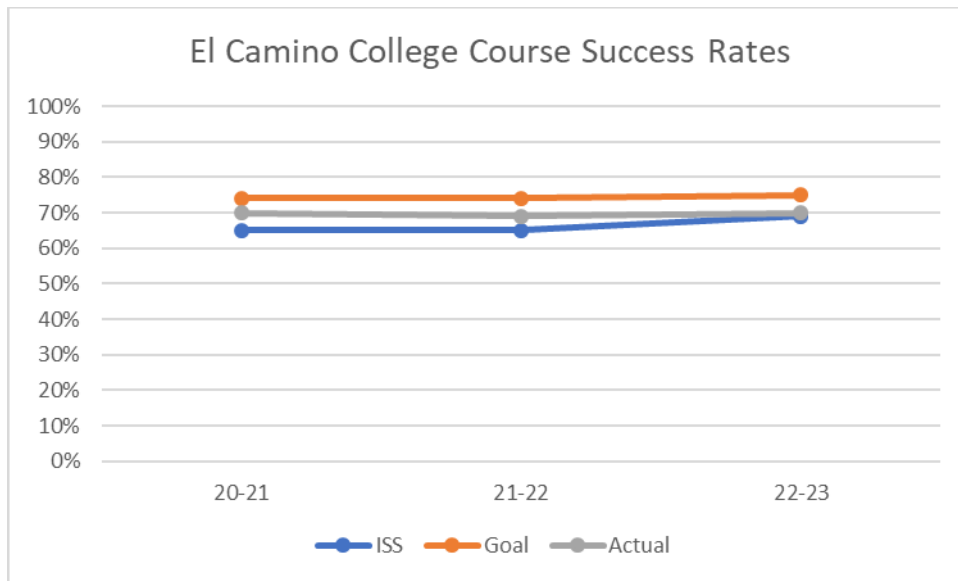


Source: El Camino College 2024 ACCJC Annual Report



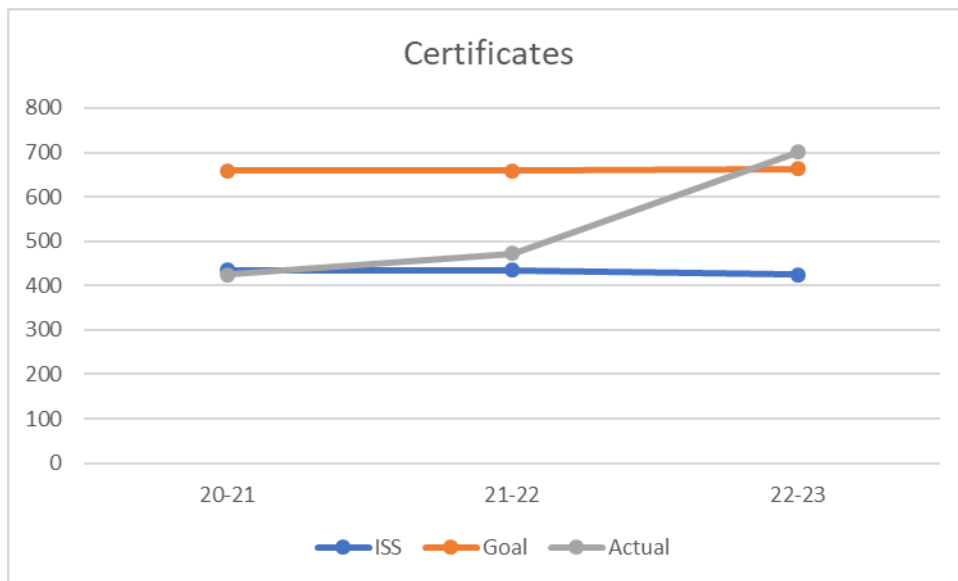
Source: El Camino College 2024 ACCJC Annual Report

- Course Success Rates Remain Flat
Overall course has effectively remained flat between 2020-2021 and 2022-2023 at between 69% and 70%. Notably, these course level success rate values represent an overall decline from a high of 76% in 2019-2020. Overall, the College has maintained success rates at or above our Institution Set Standards between 20-21 and 22-23.



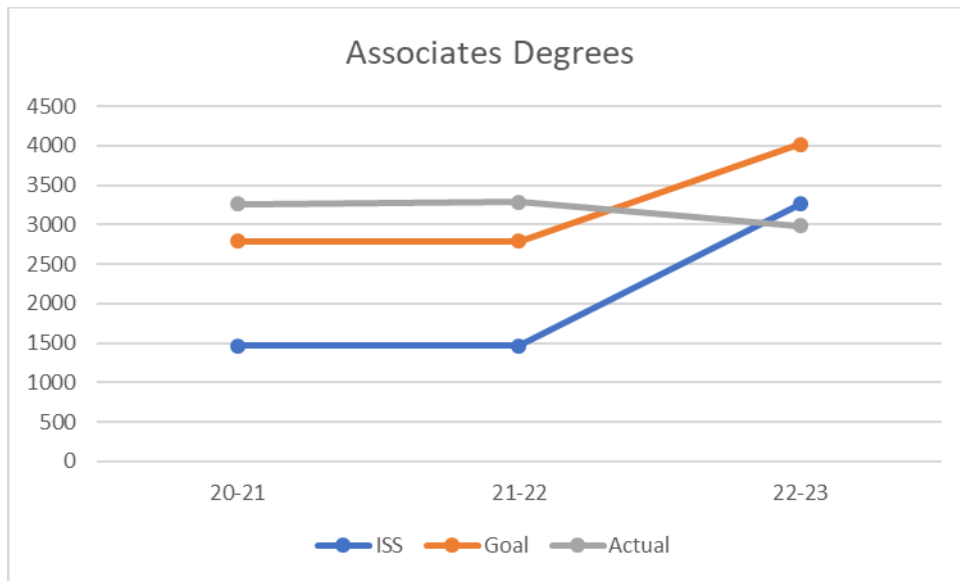
Source: El Camino College 2024 ACCJC Annual Report

- Certificates and student transfers have increased
 The overall number of certificates earned by El Camino College students increased from 473 in 2021-2022 to 701 in 2022-2023 (+48.2%) and exceeded the College’s stretch goal of 663. The positive trend indicates an increase in the popularity of short-term certificates at the College that lead directly to employment or upgrades in job skills.

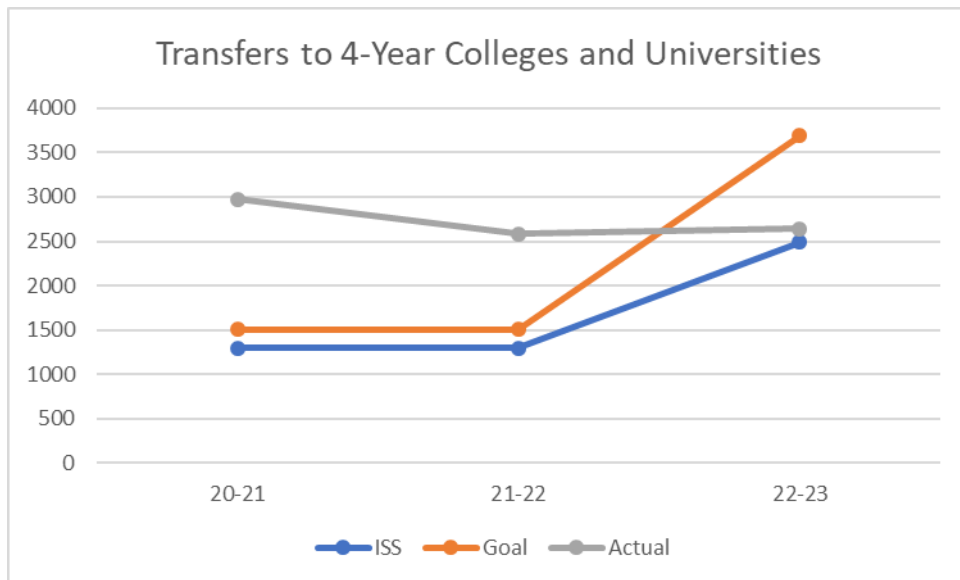


Source: El Camino College 2024 ACCJC Annual Report

- Decline in number of degrees and transfers in 2022-2023
 The overall number of degrees has declined by 302 awards (-9.9%) from 2021-2022 to 2022-2023. This decline fell below the Institution Set Standard for 2022-2023 (3266 degrees). The College is beginning to investigate the reasons for the decline in the number of degrees earned in 2022-2023. In addition, the total number of student’s transferring to 4-year colleges and universities declined from 2972 in 20-21 to 2640 in 22-23 (-332).



Source: El Camino College 2024 ACCJC Annual Report



Source: El Camino College 2024 ACCJC Annual Report

- Exam pass rates for programs requiring a licensure exam to work in the field of study
Overall exam pass rates have remained stable from 2021-2022 to 2022-2023. In fact, both healthcare and public safety program licensure exam pass rates have remained consistently high and, in some cases, reaching 100%.

Exam Pass Rates Table				
		20-21	21-22	22-23
Cosmetology Written (State)	ISS	68	68	68
	Goal	100	100	100
	Actual	100	74	68

		20-21	21-22	22-23
Cosmetology Practical (State)	ISS	64	64	64
	Goal	100	100	100
	Actual	100	100	n/a
		20-21	21-22	22-23
Emergency Medical Technician (National)	ISS	60	60	60
	Goal	80	80	80
	Actual	75	77	78
		20-21	21-22	22-23
Fire Academy (State)	ISS	90	90	90
	Goal	100	100	100
	Actual	100	100	100
		20-21	21-22	22-23
Nursing (National)	ISS	92	92	92
	Goal	100	100	100
	Actual	94	92	92
		20-21	21-22	22-23
Paramedic (National)	ISS	90	90	90
	Goal	98	98	98
	Actual	100	100	100
		20-21	21-22	22-23
Radiologic Technician (National)	ISS	100	100	100
	Goal	100	100	100
	Actual	100	100	100
		20-21	21-22	22-23
Respiratory Care (National)	ISS	67	67	67
	Goal	98	98	98
	Actual	78	100	82

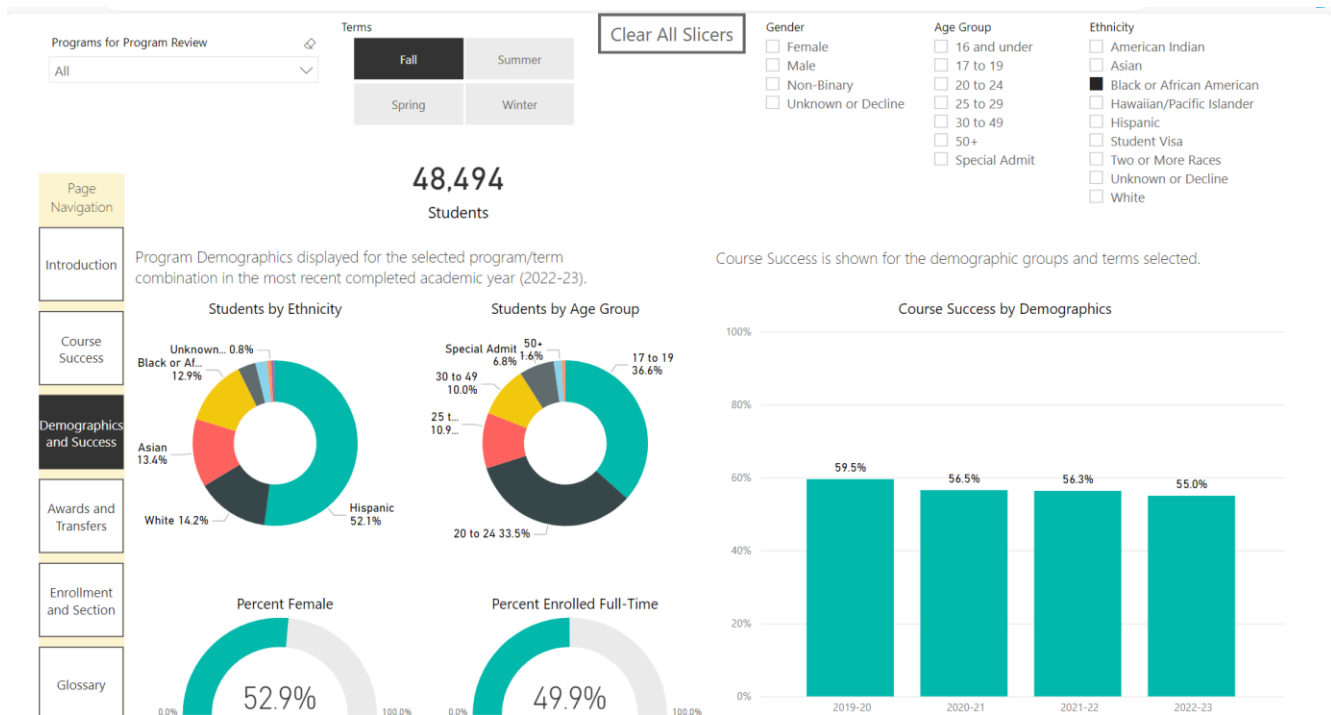
Source: El Camino College 2024 ACCJC Annual Report

Notably, the College changed the process by which institution set standards and stretch goals are set with the 2024 ACCJC Report. The institution set standards and stretch goals were not consistently reviewed over time, and there was little documentation available as to how or when they were set historically at the College. Given this and moving forward, institution set standards will now be set on a rolling basis as the lowest value reported over the last five years. Similarly, the stretch goals are set as the highest value reported over the last five years plus five percent. Using this methodology, the College will have a rolling band of institution set standard (floors) and aspirations goals (ceilings) that will track with actual reported data over time.

2. When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?

In reviewing the data dashboards noted in Section A of this report that includes disaggregated data for enrollment, success, and completion there are notable equity gaps in course success and completion for African American/Black students at El Camino College. African American student course completion rates are the lowest of all demographic groups at the college and have declined from 59.5% in Fall 2019 to 55% in Fall 2022. Notably this level of course success is more than 10% below the overall average and more than 20% below the highest performing group.

The [Academic Program Review Dashboard](#) allows for the review of disaggregated data for the entire College, or by individual programs. In addition, the data can be viewed by gender, age group, and race/ethnicity.



Source: El Camino College IRP Academic Program Review Dashboard

3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?

As noted in Section A of this report, the College has continued support programs and created new support programs focused on supporting African American students. These efforts include programs and centers like the [Black Student Success Center](#) and the [Men of Color Action Network \(MOCAN\)](#). In addition, the College continues to support programs like [Project Success](#) which is the UMOJA learning community at El Camino College. In addition, faculty professional development programs like the Teaching Academy for Continuous Learning (TACL) that focuses on equity-based classroom practices like culturally responsive pedagogy and deep dives into course level data with an equity lens are intended to better support all students at the college and specifically those student populations that have experienced and continue to experience disproportionate impact at the College.

The College Student Equity and Achievement Office and the Office of Institutional Research and Planning will continue to monitor outcomes for African American student course completion and award attainment. Goals for improvement are included in the current [2022-2025 Student Equity and Achievement Plan](#). The metrics associated with improvement goals for African American Students and other disproportionately impacted student populations will be monitored on an annual basis. In addition, the programs and services dedicated to supporting these populations will be assessed for effectiveness via the College's program review process.

C. Reflections on Assessments of Student Learning

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

El Camino College has maintained and expanded our overall process of outcomes assessment through the pandemic and the years following it. Analysis of the College's overall outcomes assessment rates for SLOs been satisfactory and, on average, above our set standards across most disciplines.

The College's average [completion rate for SLOs assessed](#) in any given semester has been 75.9%. Notably, recent completion rates appear artificially lower than the historical norm due to changes in the 2024-2030 SLO reporting timelines. These changes have placed some programs outside of the previous cycle and the data for these programs has not yet been entered and analyzed as of Summer 2024. The College expects to return to our historical rates of more than 90% by 2025-2026.

Ensuring accurate recordkeeping and consistent timelines for outcomes assessment reporting is an ongoing challenge. To support faculty, the College has begun using a [Google form for Division SLO Facilitators](#) to use to record any needed timeline changes and updates on a semesterly basis. The facilitators use the form to account for courses scheduled for assessment but not offered or otherwise legitimately unable to be assessed.

The [overall average rate of students achieving expected outcomes](#) for SLOs at El Camino is 82% from Fall 2020 to Fall 2023. Notably, this rate is about 20% higher than the overall course success rate for courses at El Camino. The primary reason this occurs is that SLO data is based on the students who are present and participating in courses by the end of the semester course success rates are based on grades for all students in a given course section. The discrepancy between student SLO achievement rate and the course success rate is a topic of interest at the College and will be further investigated by the Assessment of Learning Committee.

Examples of SLO outcomes assessment and the issues noted above can be seen in some of our gateway or high impact courses, such as English (ENGL) 1A – Reading and Composition. English 1A is consistently assessed each fall semester and the College has data going back to Fall 2014. For the currently relevant period of the ACCJC Midterm Report, Fall 2020-Fall 2023, ENGL 1A was assessed each fall and the student achieving expected outcome rates for all three [SLOs combined ranged from 77.3% in Fall 2020 to 84.5% in Fall 2021 with an average of 80.2%](#). ENGL 1A's SLO success rates show the bump in success that came with the return to campus post-COVID, but then a slight decrease after that. This evidence file indicates SLO outcome data for each outcome assessed. The stated target for achieving a successful outcome on each ENGL 1A SLO assessment is that 70% of students will meet or exceed the standard for achievement. While there is some significant variation in outcomes achievement from term to term, the English programs continue to be on target in overall achievement for this course and college-wide. However, as we have begun to disaggregate SLO data more comprehensively over the last few years, and trends in this data are being analyzed.

2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see**

related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?

Prior to the previous accreditation cycle, the College had analyzed disaggregated data at the Institutional Learning Outcomes assessments as there was no logistically feasible way of disaggregating data at the SLO level on a broad scale. However, since that time, the College has developed a bridge between Canvas Outcomes and our outcomes assessment system, Nuventive Improve. This bridge that allows review of disaggregated data at the section and course level required upgrades to both Canvas Outcomes and Nuventive Improve. The new direct link between Canvas Outcomes at the course and section level to Nuventive provides various disaggregated data based on demographic data attached to student ID numbers such as gender, race/ethnicity, and age. Initial roll out of the [new functionality](#) was piloted with a small handful of high impact courses along with faculty that were technologically capable and willing to experiment. After the initial pilot phase, the College has begun to gather SLO data via Canvas Outcomes from more courses with the goal that all courses will use this process by 2025-2026.

The disaggregation of SLO data and results have led College faculty and the Assessment of Learning Committee to a few conclusions. First, the use of Canvas Outcomes with disaggregated data in Nuventive is a coherent, easy process that will help make outcomes assessment at El Camino more consistent and allow for deeper equity dialogue with respect to outcomes achievement. Second, it has exposed a few assessment practices across campus that could be more effective, such as the use of voluntary or optional surveys or quizzes that were not tied to any grade or assignment, creating a zero stakes scenario for participating students. The structure of Canvas Outcomes has made it much easier for faculty to link the outcomes assessment to an actual assignment and thus gather a more accurate sample. Third, overall SLO success rates are generally at or above our standards for success, when we disaggregate, there are often hidden equity gaps that were masked in aggregated data. As equity gaps have been identified, faculty have sought to take effective action in order to close these gaps.

For example, ENGL 1A, which is scheduled to be assessed in fall semesters, has data for each term, including winter, spring, and summer terms since moving to Canvas Outcomes in Fall 2022. These additional reported outcomes assessment results have provided additional data and indicates that the process is easy and non-intrusive for faculty. As a result of using Canvas Outcomes linked with Nuventive, faculty were able to see that while the overall success rates for all SLOs were satisfactory, there was an equity gap of 19.5% between the higher two achieving ethnicities and the lower two achieving ethnicities on SLO 2. The English faculty are now aware of the existence of the equity gap and are acting to close it. As more courses and disciplines across the College begin to gather data in this manner, additional actionable information will be developed in order better serve students equitably.

- 3. What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

Faculty outcomes assessment leaders consistently share and communicate campus-wide trends and results at the [Assessment of Learning Committee \(ALC\)](#) and encourage Division SLO Facilitators to call their faculty's attention to notable results in their Divisions and Departments. The lead campus SLO Coordinator also serves on the Academic Senate Executive Committee and shares SLO completion rates and major trends at Academic Senate. While actions regarding individual courses are discussed and taken at the department level, some noteworthy examples, such as those in high enrolled/high impact/gateway courses like ENGL 1A are periodically shared with the campus at Academic Senate and the ALC.

The College shifted the collection of SLO data to Canvas Outcomes in 2022-2023 to improve the quality of SLO data and make it much easier to disaggregate the data to identify equity gaps. While this change has improved the quality and yield of data at the course level, it also led to a number of technical and logistic challenges. Feedback from some faculty indicated that the process is more intuitive, once it's set up, others have understandably encountered challenges. The SLO Coordinator is in constant communication with representatives at Nuventive and with the Online and Distance Education department at El Camino to address any technical issues that arise and offers an average of [5 workshops each semester](#) online and in person to assist faculty in setting up and executing Outcomes and making sense of the data then available in Nuventive.

In addition to the technical and system changes noted above, the College has also been able to identify areas in which the assessment methods employed required improvement. These types of issues were often discovered during the ongoing technical training workshops offered by the Assessment of Learning Committee. When these types of issues were discovered, the faculty were supported in identifying improved assessment methods to incorporate in their classes. In these instances, faculty have constructed more robust embedded assessments in their courses via Canvas Outcomes that are reusable and editable objects that can be updated as needed.

Another area of focused work is on the coordination required for the assessment of SLOs from large multi-section courses. In some cases, this work often involves coordinating more than one hundred faculty teaching a single course. For example, English faculty discovered a large equity gap in [SLO 2 of ENGL 1A Reading and Composition](#), concerning the use of sources. As a result, two faculty members within the discipline developed a pilot timed writing unit where they emphasized the use of assigned sources. The faculty then scored a sampling of each other's students' work, discussed the trends observed there, and shared these results in an English department meeting. Such tight coordination is not feasible for all faculty teaching ENGL 1A, so the results of SLO 2, particularly its large equity gap, were shared and discussed in multiple department meetings and faculty were encouraged to consider how they teach the use of sources in their sections. As a result of this work and dialogue among the English faculty, the 19.5% equity gap was reduced to 7.9% just one year later.

The College's goal is to continue supporting faculty in the use of Canvas Outcomes to identify equity gaps within outcomes assessment data across all disciplines between 2024-2025 and 2025-2026.

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

El Camino College is looking forward to its next comprehensive review scheduled for Fall 2027. To be prepared for the upcoming review training with respect to the 2024 ACCJC Standards and the new model for comprehensive review is set to begin at the College in Fall 2024. In addition, initial planning for the Institutional Self-Evaluation Report will begin in Spring 2025. Two examples of factors that may impact the College's next self-evaluation or comprehensive peer review are the status of the College budget and "El Camino College Evolve" which is our Guided Pathways implementation effort.

The status of the College budget is healthy with a projected ending balance of more than \$60 million dollars for the general fund when the 2023-2024 budget was approved by the Board of Trustees in September 2023. However, internal factors like negotiated salary increases for all College constituencies and external factors like the California State budget have placed significant strains on the College budget. Based on current projections, the College is projected to deficit spend by approximately \$20 million per year. In addition, all California Community Colleges are subject to a new funding baseline that is set to go into effect in the 2025-2026 year which could harm revenues to El Camino College. These factors may significantly impact hiring and continued enrollment recovery in the post COVID-19 environment.

In order to address the current budget concerns, the College has formed the [Budget Strategies Leadership Workgroup](#). The charge of this workgroup is to stay informed on the state of the College budget and make budget reduction and revenue generation strategies to the College Superintendent President in order to reach a balanced budget by 2025-2026. The make-up of the workgroup includes representatives from faculty leadership, classified professional leadership, mid-level leadership, and the executive team. The workgroup made recommendations for the 2024-2025 budget year that totaled over \$10 million in one-time and ongoing savings.

The second major area represents an opportunity for the College to continue to expand and provide depth to its Guided Pathways framework implementation efforts. This work is branded as ECC Evolve and focused on evaluating and improving the College's initial guided pathways framework adoption efforts. Significant work has been accomplished including the creation of program maps for all degree pathways, major restructuring of math and English pathways including the addition of support courses for students, expansion of targeted support services for specific disproportionately impacted student populations, and the creation of meta-majors. This initial work is now being assessed as part of our efforts at continuous improvement at the College.

Additional work that the College is engaged in through ECC Evolve is the shift to dedicated academic coaching and counseling services based around meta-majors. This is critical work as this model will support the majority of students with counseling, educational planning, success coaching, and peer mentoring who are not part of an affinity group program or cohort. The goal of this work is to improve access to needed services for these students, increase connection of discipline majors with discipline faculty, and provide multi-tiered support for students to increase persistence and goal completion.